

SOUTHWOOD MIDDLE

1110 Southwood Street
Anderson, South Carolina 29624

GRADES 6-8 Middle School

ENROLLMENT 579 Students

PRINCIPAL Evelyn Murphy 864-260-5205

SUPERINTENDENT Betty T. Bagley 864-260-5000

BOARD CHAIR Dr. William Mack Burriss 864-224-6384

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	1	6	23	0

IMPROVEMENT RATING:

AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Average	N/A
2002	Average	Average	N/A
2003	Average	Average	No
2004	Average	Average	No

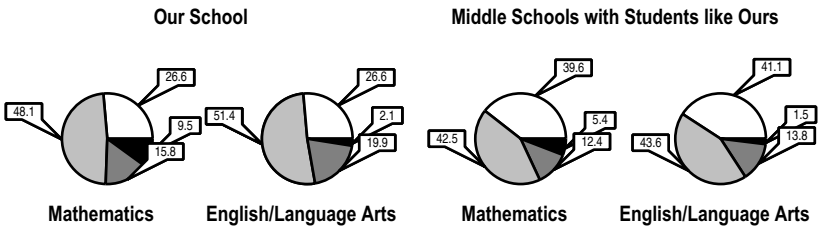
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

95.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	567	99.5	25.6	52.1	20.1	2.1	29.5	Yes	Yes
Gender									
Male	287	99.0	32.4	48.8	18.4	0.4	24.6		
Female	280	100.0	18.8	55.5	21.9	3.9	34.4		
Racial/Ethnic Group									
White	232	99.6	15.7	53.9	26.7	3.7	39.2	Yes	Yes
African-American	322	99.4	32.7	50.4	15.8	1.1	23.2	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	12	100.0	40.0	60.0	0.0	0.0	0.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	424	100.0	21.4	50.9	24.8	2.9	37.9		
Disabled	143	97.9	38.0	55.8	6.2	0.0	4.7	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	567	99.5	25.6	52.1	20.1	2.1	29.5		
English Proficiency									
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	562	99.5	25.0	52.5	20.3	2.2	29.8		
Socio-Economic Status									
Subsidized meals	426	99.3	29.8	52.4	16.8	1.0	23.6	Yes	Yes
Full-pay meals	141	100.0	13.1	51.5	30.0	5.4	46.9		

Mathematics - State Performance Objective = 15.5%									
All Students	568	100.0	26.4	48.3	15.9	9.5	36.2	Yes	Yes
Gender									
Male	287	100.0	26.6	46.7	17.4	9.3	39.0		
Female	281	100.0	26.1	49.8	14.4	9.7	33.5		
Racial/Ethnic Group									
White	232	100.0	17.0	44.5	23.4	15.1	49.5	Yes	Yes
African American	323	100.0	33.1	51.6	10.1	5.2	26.1	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	12	100.0	30.0	40.0	20.0	10.0	40.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	424	100.0	19.3	48.3	19.8	12.5	45.2		
Disabled	144	100.0	46.6	48.1	4.5	0.8	10.5	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	568	100.0	26.4	48.3	15.9	9.5	36.2		
English Proficiency									
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	563	100.0	26.0	48.3	16.0	9.6	36.6		
Socio-Economic Status									
Subsidized meals	427	100.0	31.1	47.9	13.7	7.3	31.3	Yes	Yes
Full-pay meals	141	100.0	12.3	49.2	22.3	16.2	50.8		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	201	100.0	35.0	45.4	17.5	2.2	19.7
	Grade 7	196	100.0	26.6	64.1	8.2	1.1	9.2
	Grade 8	181	99.4	33.3	51.8	13.7	1.2	14.9
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	180	98.3	29.5	48.8	19.3	2.4	21.7
	Grade 7	197	100.0	30.5	54.2	14.2	1.1	15.3
	Grade 8	197	100.0	19.9	56.4	21.0	2.8	23.8

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	201	100.0	29.5	40.4	17.5	12.6	30.1
	Grade 7	196	100.0	24.5	45.1	13.6	16.8	30.4
	Grade 8	181	100.0	35.5	51.5	9.5	3.6	13.0
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	180	100.0	22.5	47.3	18.9	11.2	30.2
	Grade 7	197	100.0	28.4	44.7	15.3	11.6	26.8
	Grade 8	197	100.0	30.2	51.1	13.2	5.5	18.7

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 579)				
Students enrolled in high school credit courses (grades 7 & 8)	13.0%	Down from 13.8%	9.7%	14.6%
Retention rate	2.0%	Down from 4.4%	4.0%	3.0%
Attendance rate	95.6%	Up from 94.8%	95.9%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	22.2%		7.6%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	18.1%		7.7%	5.3%
Eligible for gifted and talented	10.6%	Up from 4.7%	10.4%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	26.4%	Up from 24.7%	14.9%	13.9%
Older than usual for grade	5.5%	Down from 7.0%	5.9%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	4.8%	Down from 9.3%	1.0%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 45)				
Teachers with advanced degrees	51.1%	Up from 41.3%	48.8%	48.7%
Continuing contract teachers	73.3%	Up from 67.4%	79.5%	81.7%
Highly qualified teachers**	82.5%	N/A	88.6%	90.4%
Teachers with emergency or provisional certificates	10.5%		7.6%	5.3%
Teachers returning from previous year	80.4%	Up from 79.3%	82.7%	85.1%
Teacher attendance rate	95.0%	Down from 97.2%	94.7%	94.8%
Average teacher salary	\$38,863	Up 0.5%	\$40,100	\$40,566
Prof. development days/teacher	14.4 days	Down from 15.9 days	11.0 days	11.0 days
School				
Principal's years at school	4.0	Up from 3.0	3.0	3.3
Student-teacher ratio in core subjects	19.2 to 1	Down from 19.6 to 1	21.0 to 1	21.3 to 1
Prime instructional time	89.7%	Down from 91.2%	89.5%	89.3%
Dollars spent per pupil*	\$6,826	Up 1.3%	\$6,540	\$5,821
Percent of expenditures for teacher salaries*	60.1%	Down from 60.7%	60.7%	61.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	97.4%	Up from 94.4%	96.6%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools**	93.4%		92.0%	
Highly qualified teachers in high poverty schools**	96.6%		91.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Since 1967, Southwood, smallest of the three Anderson V middle schools, has been considered a community school and, as such, is an integral part of the community. Parents, grandparents, and the community at large feel comfortable visiting our school. Southwood is known as a school where students are valued, and the concerns and opinions of parents are important.

Our faculty and staff are working hard during and after school in an effort to educate and assist our students in becoming effective, contributing members of society. During the 2003-04 year, language arts, math, science, and social studies teachers have worked diligently preparing and implementing standards-based lessons. We are proud of the efforts of our faculty and staff in providing our students with opportunities to participate in community service projects as well as remediation classes in math and language arts. We started a new tutorial program utilizing our Beta Club members and also started Lunch Bunch groups in the sixth grade. Members of the Anderson Community have lunch with our sixth graders on a rotational basis and speak with the students regarding decision-making skills and goal-setting strategies.

Our challenges are to continue efforts to emphasize reading and writing instruction in all content areas, to coordinate the academic focus of the before- and after-school programs, to increase instructional time for low performing students through creative scheduling, and to provide staff development to increase teacher proficiency in the use of a variety of instructional practices. This was the second year Southwood has been the recipient of a state grant which provided funds for professional development for our faculty and administrative staff. These efforts are a testament to our commitment to the success of our students.

We know instinctively that we are a team- students, faculty, staff, parents, and community - that supports each other regardless of the obstacles in order to achieve our goals. Our school's mission is to educate and assist students in becoming ethical and contributing individuals by developing social, academic, and positive decision-making skills through the use of all available resources. We are truly a school of promise! Our motto says it all. "We're SOARING to Greater Heights."

Evelyn Murphy, Principal

Nori Gale, SIC Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	44	146	69
Percent satisfied with learning environment	90.9%	77.2%	79.7%
Percent satisfied with social and physical environment	93.2%	82.1%	64.7%
Percent satisfied with home-school relations	61.4%	82.5%	59.4%

*Only students at the highest middle school grade level at this school and their parents were included.